

KINARD ELEMENTARY

201 Pressly Street
Clover, South Carolina 29710

GRADES PK-4 Elementary School

ENROLLMENT 347 Students

PRINCIPAL Georgia Westmoreland 803-222-3071

SUPERINTENDENT Dr. Vickie W. Phelps 803-222-7191

BOARD CHAIR Frank C. Falls 803-222-9710

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	54	36	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Good	No
2004	Good	Below Average	Yes

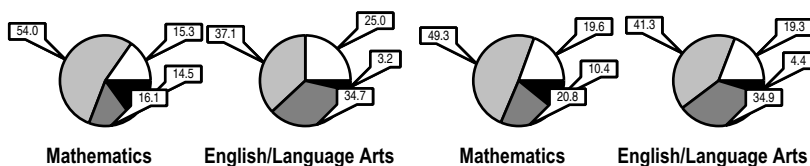
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

51.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	133	99.3	24.4	37.4	35.0	3.3	45.5	Yes	Yes
Gender									
Male	76	98.7	25.7	35.7	34.3	4.3	42.9		
Female	57	100.0	22.6	39.6	35.8	1.9	49.1		
Racial/Ethnic Group									
White	96	99.0	18.6	36.0	41.9	3.5	55.8	Yes	Yes
African-American	34	100.0	41.2	41.2	14.7	2.9	17.6	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	111	100.0	18.1	42.9	35.2	3.8	47.6		
Disabled	22	95.5	61.1	5.6	33.3	0.0	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	133	99.3	24.4	37.4	35.0	3.3	45.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	132	99.2	24.6	37.7	34.4	3.3	45.1		
Socio-Economic Status									
Subsidized meals	79	98.7	30.0	44.3	25.7	0.0	32.9	Yes	Yes
Full-pay meals	54	100.0	17.0	28.3	47.2	7.5	62.3		

Mathematics - State Performance Objective = 15.5%									
All Students	133	100.0	15.3	54.0	16.1	14.5	46.0	Yes	Yes
Gender									
Male	76	100.0	16.9	46.5	19.7	16.9	49.3		
Female	57	100.0	13.2	64.2	11.3	11.3	41.5		
Racial/Ethnic Group									
White	96	100.0	9.2	54.0	19.5	17.2	54.0	Yes	Yes
African-American	34	100.0	32.4	55.9	8.8	2.9	20.6	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	111	100.0	8.6	59.0	17.1	15.2	50.5		
Disabled	22	100.0	52.6	26.3	10.5	10.5	21.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	133	100.0	15.3	54.0	16.1	14.5	46.0		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	132	100.0	15.4	54.5	15.4	14.6	45.5		
Socio-Economic Status									
Subsidized meals	79	100.0	22.5	56.3	12.7	8.5	36.6	Yes	Yes
Full-pay meals	54	100.0	5.7	50.9	20.8	22.6	58.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	74	100.0	17.5	39.7	36.5	6.3	42.9
	Grade 4	85	100.0	24.4	51.3	19.2	5.1	24.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	62	98.4	20.0	35.0	38.3	6.7	45.0
	Grade 4	71	100.0	27.1	37.1	34.3	1.4	35.7
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	74	100.0	14.3	65.1	15.9	4.8	20.6
	Grade 4	85	100.0	10.3	48.7	24.4	16.7	41.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	62	100.0	16.4	60.7	14.8	8.2	23.0
	Grade 4	71	100.0	14.3	47.1	18.6	20.0	38.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 347)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.4%	Down from 2.3%	3.0%	2.7%
Attendance rate	96.2%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.9%	3.5%
Eligible for gifted and talented	7.4%	Up from 6.2%	14.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.1%	Up from 6.8%	9.2%	8.2%
Older than usual for grade	0.0%	Down from 1.1%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	48.4%	Down from 53.1%	50.0%	51.4%
Continuing contract teachers	87.1%	Down from 96.9%	89.5%	87.5%
Highly qualified teachers**	94.4%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	86.4%	Down from 87.9%	87.1%	86.7%
Teacher attendance rate	96.5%	Up from 95.2%	94.9%	94.9%
Average teacher salary	\$42,396	Down 4.2%	\$40,748	\$40,760
Prof. development days/teacher	10.1 days	Up from 7.7 days	12.3 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 16.8 to 1	19.3 to 1	18.9 to 1
Prime instructional time	91.4%	Up from 91.2%	89.9%	90.0%
Dollars spent per pupil*	\$7,245	Down 6.1%	\$5,830	\$6,044
Percent of expenditures for teacher salaries*	69.1%	Down from 71.5%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Located in the heart of our town, Kinard Elementary School serves approximately 415 students. With the addition of a Head Start Center, Kinard serves students from three-year-old pre-kindergarten through fourth grade. Kinard Elementary School is proud to provide an emphasis on academic excellence in all areas of the curriculum. A school-wide emphasis has been placed on English/language arts through continued implementation of a Balanced Literacy Program. Reading Recovery and early literacy groups provide additional literacy instruction. The Accelerated Reader program is utilized as a means to encourage reading beyond the classroom. Innovative instructional approaches are provided through continued implementation of the Everyday Mathematics program and the Full Option Science System. A school-wide Character Education Program has been implemented at the school. Through this program students are able to learn the importance of developing good character and afforded the opportunity to be recognized for their efforts.

We, at Kinard, believe that our children can achieve and should be challenged and encouraged to do so. Because of this belief, the teachers and the administration have participated in continuous in-house staff development to strengthen instruction and to study current practices. In addition, six members of our staff have completed a three-year commitment to the South Carolina Reading Initiative. A majority of the teachers have obtained or are working on advanced degrees and three teachers have obtained national board certification.

Opportunities to experience success beyond the classroom are also available at Kinard through an art club, a juggling club, a chess club, and chorus. A morning television program is fully produced and operated by students. Special student incentives and recognition are offered through the Principal's Society, the Honor Roll, and the UFO (Unselfishly For Others) Recognition. Students participate in a variety of service learning projects including Pennies for Patients, Jump Rope for Heart, St. Jude's Mathathon, holiday food drives, and recycling.

Parents are encouraged to take an active part in their child's education through visits with teachers, participation in classroom activities, and frequent visits to the school. A Five Star Parent Recognition Program is used to recognize parents for their participation in the school. A dedicated PTO and School Improvement Council continue to provide leadership and vision in the quest for excellence at our school.

During the 2003-2004 school year, we will continue to seek ways to meet the needs of our students in our quest to provide a quality education for all students.

Cathy McCarter, Principal Mary Edmunds, School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	61	45
Percent satisfied with learning environment	97.0%	94.9%	93.3%
Percent satisfied with social and physical environment	100.0%	91.5%	91.1%
Percent satisfied with home-school relations	97.0%	91.7%	75.6%

*Only students at the highest elementary school grade level at this school and their parents were included.